

The Normal Record

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FOUR PAGES

LONG SERVICE TEACHERS LEAVE NORMAL

Mr. Kirkpatrick Resigns Position Here

It is a matter of interest and regret to many to learn that Mr. Edwin A. Kirkpatrick, who has been at the head of the department of psychology in the Fitchburg Normal School since 1898, will retire from teaching service this year.

According to "Who's Who" Mr. Kirkpatrick has done much for education in addition to his work here. He has held positions in various colleges and universities, among these being Iowa State College and Clark University. After teaching in the Winona State Normal School in Minnesota for five years, he was appointed to the position from which he is now retiring.

At the St. Louis exposition in 1904, Mr. Kirkpatrick was awarded a gold medal as collaborator in presenting the child study exhibit.

Most of us know that he has written many excellent books on psychology. We have enjoyed reading several of them. We hear of lectures given by him at various colleges and know that he is noted for the great work which he is doing.

We are proud of Mr. Kirkpatrick and deeply regret that he is leaving us. But we will like to remember him, most of all, as our friend. We who know him and have always found him so cheerful and helpful will miss his kindly smile, for he made us feel that he was indeed a friend to all of us.

Mr. Hubbard Retires From Teaching

After eighteen years of service in the Fitchburg State Normal School, Mr. George F. Hubbard, the director of our training schools, is retiring from active service.

This retirement comes at the age of seventy, Mr. Hubbard having been born on January 4, 1858 in Middletown, Conn. At the age of three he came to Fitchburg. He graduated from Day Street Grammar School and from Fitchburg High School. The year following his graduation he went to Philadelphia, where he lived for some time. Leaving the city of Quakers he traveled through most of the states of the middle west, making his home in Minneapolis.

In the early 90's, feeling the call of New England, he came back to Fitchburg. He secured a position as assistant instructor at Lawrence Academy in Groton, Mass. After teaching there for four years he was made principal of the Laurel Street School in Fitchburg. Seven years later, on December 10, 1910, he was appointed supervisor of drawing and art in the normal school. Previous to this time he had studied art at the Massachusetts Normal Art School and with prominent artists in

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Side Lights On The Alumni

Sooner or later everyone who attends normal school joins the rank of the Alumni Association. To realize how far the members of the association have carried out the ideals of our school is to know what they have accomplished in the teaching profession.

Just at present, plans are under way for the class of 1920 to hold two reunions. One reunion will be held May 19, in Boston under the direction of Miss Margaret Slattery, a former faculty member of the Fitchburg Normal School. The other is to be held June 23, in Fitchburg. A large number of the class have pledged themselves to attend both reunions. The program for June 23 promises to be very interesting. The speakers are former graduates who have outstanding records in the teaching world. Mr. Henry Clancy, a member of the alumni, has agreed to sing.

The alumni are trying to raise \$1000 to re-surface the athletic field. Somewhat over \$3000 has been raised; but this has been used for leveling the field.

The slogan is \$1000 by June 23. A good beginning was made at the benefit bridge party held on May 12. The net proceeds were about \$200.

I wonder if you appreciate the men of the school. Just picture yourself coming to school when there were only one or two men. The very first to graduate was Mr. Frank M. Andrews, who is principal of the Greendale School in Worcester.

Just because you are offered a position in a rural school, don't say, "I am too good for that". Accept it and enjoy the outdoor life. You may also rise as high in the profession as Miss Florence Hale, who graduated in the class of 1899. At present she is supervisor of rural education in the state of Maine.

Girls, girls! Please do not say, "Two years at normal is enough for me". One of our brilliant students, Miss Edith Goodspeed, was not satisfied with the two-year course. She graduated from the four-year course with the class of 1910. She taught for a few years, earned a degree at Boston University, and now is teaching there.

How would you like to rise to the ranks of a model teacher? Miss Anastasia McMullen of the class of 1916 and Miss Isabella Rae of the class of 1918 are serving at the Hyannis Normal School in this capacity.

It seems that each normal school in the state selects some of its staff from among us. At Salem Normal are two other graduates. Mr. George Moody is principal of the training school, and Miss Sybil Tucker is a model teacher. At North Adams Normal, Miss Katherine Tobin is a model teacher. Miss Louise Borchers and Miss Charlotte Thompson are model teachers at Bridgewater Normal. Of course, our

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CLUB PROJECT FOSTERS STUDENT INTERESTS

Each Faculty Member Sponsors Club Of Special Interest To Him

The last period on Thursday of every week during the last term has been devoted to club work. Membership in some club was compulsory but it was necessary for the students to present first, second and third choices since the maximum membership in each club was limited to twenty-five. The new clubs were not intended to interfere with the associations already established but rather to give students an opportunity to become acquainted with some activity of personal interest. Each of the faculty members sponsors the club whose activities are of special interest to him.

THE BRIDGE CLUB

MISS MCCARTHY

The purpose of this club is to give beginners an opportunity to learn the fundamentals of the game and the possibilities it affords for entertainment and sociability.

THE MUSIC CLUB

MISS REMON

This club consists of a group of students who are interested in studying operas and developing an appreciation for them.

THE WOODWORKING CLUB

MR. LANDALL

The art of using common tools is fast becoming an accomplishment among the students of this club. In fact, the Boat Club is already making race and sail boat models.

THE PRINTING CLUB

MR. LIVERMORE

As the name indicates, the members of this club are lending their interest and effort to the printing industry.

THE GOLF CLUB

MR. ANTHONY

The members of the club have taken up this sport with great zeal. In fact, they are progressing so well that balls may be seen flying all over the athletic field.

ECONOMICS CLUB

MR. WESTON

The principles of our present day economic system are discussed by members of this club at the weekly meetings.

MODEL AEROPLANE CLUB

MR. PURINTON

The purpose of this club is to provide a study of the fundamentals of aviation. The members have found the work very interesting and have successfully built models and gliders.

THE PHOTOGRAPHY CLUB

MR. SMITH

This club consists of a group of eighteen students who are interested in taking and developing pictures. As much practice work as possible is afforded.

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The Normal Record

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More Cultural Courses

We hear much in normal school about improving personality and reading for cultural background, but we are sometimes a little puzzled by this general advice. We agree that every teacher needs culture and that his personality can be improved by it; but just how are we to gain this desirable background?

By reading? It is conceivable that some of us may know what we need most to read, and probable that most of us have very little time for reading outside the regular school assignments.

Why not more courses in cultural subjects as a part of the school curriculum? Thus we could be sure that everyone was learning and enjoying some broader studies for himself, not simply theory and methods of teaching subjects.

Such an addition to our normal school course could not prove to be a disadvantage. Whatever we gain for ourselves we give out in our teaching. However indirectly, the children in our charge will unquestionably benefit by our own broader background.

An Academic Letter

Our athletic association awards a prize to those students who are interested in athletics and who spend a great deal of time participating in sports. Of course, scholarship is considered in trying to gain these awards. However, scholarship is not so important as regular attendance at practices, good sportmanship, and regular attendance at classes.

There are, on the other hand, students in our school who are not interested in sports but would rather devote their time to their academic subjects; or perhaps they have not the time to spare, or their physical make-up is such that they cannot participate in sports.

Therefore, I think we should have an award for the scholar as well as for the athlete. These awards should be based upon scholarship, personality, punctuality, attendance, and cooperation.

Though our acts at times look wicked,
We are sure that we'd seem good
If our underlying motives
Were completely understood.

Are You Going To The Class Meeting?

It is announced that there will be a class meeting at 12.30 in the small assembly.

At the appointed time the door to the assembly room is opened and into the room straggle a few girls. They are soon joined by another group. Perhaps by this time there are twelve girls in the room. The president enters, hesitates for a while, goes out and returns with four or five of the male representatives of the senior class. A few more girls enter, the door is closed, and the senior class meeting has begun. There are approximately thirty girls and six boys in the room.

Matters of business are introduced, discussed, and decided upon. Most of the work is done by the chairman. The class is not interested in who is elected to do the work.

"I move the committee be appointed by the chair", is a common motion". 12.45 arrives. The door is cautiously opened. Hurrah! Two more seniors have decided to come. We must now explain to them what has been previously discussed.

The meeting adjourns. The rest of the senior class is assembled in the lobby. "What happened at the meeting?" is heard everywhere. A synopsis of the meeting is then given. "Did you say that it was decided not to have a play for commencement week-end. Why not? I think we should have a play. There has always been one. Why not now?"

Opinions of this variety are heard after every meeting. Why don't these people, who have such valuable suggestions, come to class meetings, where a chance to express their opinions will gladly be given them?

A minority group of seniors is making decisions for the class because it is they who represent us at class meetings.

When A Senior, Be A Senior

"Do you graduate this year, Mr. J. H. S. II?"

"No, not this year."

"I thought that you were a senior."

"I am—at Prom time. On Class Day I don't want to be, but find I must be, and at graduation I'm not even allowed to think that I'm a dignified senior."

From this illuminating conversation we see that J. H. S. II is a misfit. It has many times been crudely expressed that J. H. S. II is the filling between the two slices of bread comprising the F. N. S. sandwich. J. H. S. I runs along smoothly under the junior régime; J. H. S. III and IV have the distinction of being a separate class; but poor J. H. S. II is neither one nor the other. At a senior class meeting her vote amounts to comparatively nothing. For two years J. H. S. II pays dues for which she receives no compensation. The dues, in part, are used to defray graduation expenses of the graduating seniors. Should not J. H. S. II at least have returned to her part of this money in order to "carry on"?

This problem should be solved. Could not J. H. S. II be a separate class on entering Normal? This particular class would then know just where it stands. Let the motto of J. H. S. II be, "When a senior, be a senior".

Parliamentary Procedure

Should the students of normal school know parliamentary law? The great number of students who have no knowledge of parliamentary procedure would seem to answer this question in the negative. On the contrary, every student in a normal school should be acquainted with the laws of parliamentary procedure. "Only a few will preside. What use have we for such a knowledge?" may be asked. Yes, that is the question of many.

In practically everything in this world there are leaders, but few in comparison to the great number of followers. Have this great majority no duties and no responsibilities? If we had no competent followers, the leaders would be of little use. Every presiding officer would like to feel that each one in his group knows how and when to present motions.

Are you the one who allows your group to carry on unnecessary discussion when there is no motion before the meeting? Do you know the order of business and how to open and close a meeting? These are only a few of the many concerns of the business meeting.

The normal school student needs this knowledge not only for his own use but also that he may give it to the children whom he will teach.

Where does he gain this knowledge? At high school? Yes, it may even be begun in the upper grades. But many of the students come to normal school from schools which give no such instruction. It would seem to be the duty of the normal school, then, to give instruction in this subject that is of such great value—parliamentary procedure.

Shall We Compromise

"As a basis for marking, are notebooks fair?" is a much debated question, we'll all agree. Why? Because marks mean much to us and notebooks, little. How often have you been called a friend at notebook time because, having faithfully completed your notebook, you passed it along to the other members of your class? More often you have set out to find this so-called friend with the work already digested for you. In either case, the stage is set for the copying of a notebook. But let us suppose that your friend refuses to help you. Down comes the curtain on a black-listed poor sport. In short, it is principles versus notebooks.

Can we compromise? Principles? Never! Notebooks—let us try. Required one notebook—not for the instructor but for you, the individual. Then the "buck has been passed" along, and you, the maker, are the judge of its value and consequent grade. Any other critic might dub it incoherent. "Not neat" might be written upon it in black ink, with pencil, or with fountain pen. (How true that the casual eye values art more than efficiency!) Perhaps it might be considered "too short"—but hold, for whose memory is it a supplement? The maker's. Throughout he alone is the judge of its grade. Impossible? Then, admitting the failure, are marks based on notebooks fair?

Are You Interested In Swimming?

Up to the present time, the list of sports open to the students at Fitchburg Normal School has included hockey, soccer, basketball, baseball, bowling, track, and tennis. For a long while, plans have been made to introduce swimming also, but through the lack of interest and time, the project did not materialize.

This winter, however, Miss McDermott and Miss Scannel, the head of swimming, investigated the matter more zealously and found that the Gardner pool might be used every Saturday for a certain length of time at a nominal fee. The long sought for opportunity seemed to be at hand; but when the details were completely arranged, the winter season had ended.

With the coming of spring, however, the opportunity again presents itself. Under Mr. MacLean's supervision, a class has already begun to take the life saving tests at Whalom.

At present the class is scheduled to meet at four o'clock every Wednesday afternoon in Normal Hall. From there the participants will be conveyed by bus or by car to the lake. Now, girls, here is the chance you've been seeking! Why not make the best of it? Opportunity may not knock a third time!

A Get-Together Day

Throughout the many colleges of our country some means have been devised to acquaint the incoming students with their new surroundings. Clark University of Worcester sets aside one day at the beginning of the school year, during which time the upper classmen "make the yearlings right at home". At this time the new students become acquainted with the customs, rules, and regulations of the school. It is not left to the students to find out for themselves.

Our junior reception is held too late in the school year and is too formal a function to do much good. Why not have some sort of "Get-together Day" at the opening of the school year at which the seniors can relieve the juniors of the fear of entering a new school?

STATE PURCHASES NORMAL ATHLETIC FIELD

The plot of land that has been used by the normal school students for the last few years as an athletic field is now the property of the state. Until a few weeks ago it was privately owned by a group of men who were holding it until the land could be bought by the state.

Now that we are certain of having this field as our own, plans have been made for improving it. Mr. Randall wants to cover the field with a thick layer of loam. This would be smoothed out and planted with grass seed.

The appropriations that Mr. Randall has for the improvement of the field are not sufficient to carry out all of his plans, but with the help of the alumni association and the athletic associations it is hoped that the money required for this work will be available in a few years.

SUPERINTENDENTS GIVE ADVICE TO STUDENTS

So far this spring we have listened to three superintendents and one member of the Teachers' Registration Bureau. Each one has told us about a different phase of the teaching profession. The first talk was given on March 22, by Mr. W. H. Millington, superintendent of schools in Ashby. He divided his subject, "The Teacher's Job from the Superintendent's Viewpoint" into three parts: (1) Getting the Job, (2) Working at the Job, and (3) Leaving the Job. The most important point to us just now is "getting the job". Mr. Millington gave us illustrations of how to apply for a position and of how many young people had applied to him. His advice to the girls in particular was to "leave off" the powder and paint. In "working at the job" he stressed the following characteristics for a good teacher: be loyal, be self-respecting and independent, be careful, be prompt and exact, be interested in your community, be resourceful, and be progressive. In regard to leaving a position, Mr. Millington said that it is well for a young teacher to remain in a position for at least two years. A re-election generally means that the teacher has not been a failure during the year. A point which Mr. Millington made quite strong was that the two greatest causes for failure among teachers were these: gossip and laziness. Let us hope neither applies to us.

Just one week later, on March 29, Mr. Harvey S. Gruver of Lynn spoke to us on his conception of the teaching profession as it applied to the young teacher. Many of his viewpoints co-incided somewhat with those of Mr. Millington.

The third address, on April 26, was given by Mr. Harry Gardner, head of the Massachusetts Teachers' Registration Bureau. He told us how Massachusetts helps both inexperienced and experienced teachers to secure positions and how we, by filling out the registration blanks of the Teachers' Bureau correctly, may help ourselves. His talk made many of us wish for the return of our blanks for revision.

The last speaker, Mr. A. L. Barbour, superintendent of schools at Haverhill, showed us on May 15, how fortunate we might consider ourselves if we should work in a school system where there is supervision. A supervisor is a helper and a guide, especially to the new teacher. The constant changes in education in the last ten years have made it a great advantage to have supervisors whose work is to guide teachers in the right channels of education. A supervisor meets each teacher under his direction socially and individually, as a friend and a companion, not as a dictator. He helps the teacher adjust herself to the needs of her children. By means of scientific testing these children are grouped according to their abilities. Under the direction of supervisors it is possible to make the schoolroom a pleasant, satisfactory portion of everyday life.

Who will be the next superintendent and what new phase will he present to us?

Many are called, but few are chosen—Interviews!

DR. JUDD GIVES ANNUAL TODD LECTURE

The annual Henry Todd lecture was given this year by Dr. Judd, Director of the School of Education of the University of Chicago.

Dr. Judd chose "Social Inheritance" as his topic. He discussed it fully from the point of view of an educator and psychologist. He repeatedly referred to arithmetic to illustrate the points he was developing. The early Romans struggled with their Roman numerals; for them accurate scientific calculations would have been exceedingly difficult if not impossible. He compared this with our present efficient and progressive means of making computations. Our Hindu system, Dr. Judd said, makes "possible the vast amount of big scale scientific development which would otherwise be impossible". This civilization, handed down from one generation to the other, is our social inheritance. It is the function of the school to transmit this civilization. It requires the wisdom of the school teacher to know how and when to present these numerous facts, because this material of civilization is so vast that pupils may become discouraged. But Dr. Judd said "that the teacher is an efficient teacher who knows the devices and has the patience to carry students across the periods of discouragement".

The interesting lecture was followed by a reception and luncheon at Miller Hall. At that time musical selections were rendered by the Girls' Glee Club.

FORMER STUDENT LECTURES ON SWEDEN

On April 8, in the large assembly hall, a very interesting lecture on Sweden and other European countries was given by Miss Dorothy Werner, a former student of this normal school. The lecture was given with much vividness and enthusiasm. The speaker, who is a native of Sweden, was dressed in one of the costumes of that country.

Miss Werner had many fascinating stories to tell us. She described her voyage across the Atlantic, her sight-seeing tours in London and Scotland, her rough passage across the North Sea to Norway, her visit in Sweden, and her return trip to America through Denmark, Germany and Paris.

To make her lecture more interesting, she showed us posters of Sweden and Norway, as well as some of the domestic articles used in Sweden.

GENERAL OFFICE HAS NEW FACE

A change took place on the first floor during the April vacation. Formerly the post office and supply counter had occupied a large part of the first floor. By the new arrangement they occupy about one-third of the original space and there is enough space left to make two good sized rooms which will soon be available for class purposes.

The general office is much more compact and convenient now. There is one door for entrance and one for exit, which does away with any unnecessary crowding and makes for more efficient service.

VOCATIONAL EDUCATION EXPLAINED BY MR. STRATTON

On Tuesday, May 1, Mr. Stratton gave a talk before the student body. The subject of vocational education in Massachusetts was his theme.

He said that the teacher is a guide. To fulfill his mission it is necessary to know as much about the various occupational opportunities as possible so that he may use his influence in leading a child to prepare himself for his career. The purpose of education is to prepare for life. This is what the vocational schools do in a specific way.

But Mr. Stratton intimated that the public considers vocational schools suited only to those with a low I. Q. This supposition has no basis. A pupil may succeed in a trade school when he has failed in purely academic work. This fact proves that to him, manual work is more interesting. He further remarked that the academic subjects taught in these schools were the same as those taught in high schools, although less in content.

Several examples were given of students, thought to be school failures, who later, because of the vocational schools, succeeded in their chosen vocations. He concluded his talk with the following challenging question: If thousands of pupils leave academic schools between the ages of 14 and 16, is it not worth while to send them to vocational schools to learn a means of self support?

TEACHERS LEAVE NORMAL

(Continued from page one)

Boston. In September, 1916 he was appointed to the position from which he is now about to retire. His recreation during these busy years has been drawing, painting, and a study of nature, especially of the birds of our woods and fields.

We, the undergraduates and the alumni of the Fitchburg Normal School, like to think of Mr. Hubbard as "Pa" Hubbard. This parental term, "Pa", is defined in the dictionary as a word of endearment, used in place of the word father. That word conveys to our minds the image of one who was ready to help the inexperienced trainer with the problems of the classroom. It suggests the fatherly advice given to us with a twinkle in the eye. It makes us realize how much we are losing when Mr. Hubbard retires as the director of the training schools of Fitchburg.

SIDE LIGHTS ON THE ALUMNI

(Continued from page one)

men students have advanced too. Mr. John J. Kelly is Dean of Men at Bridgewater Normal.

Massachusetts is not the only field where we may hope to become professional teachers. At least twelve of our graduates are teaching in the City of New York. Others are scattered through the middle, western, and southern states.

If you would appreciate our books, attend the dances in the library.

CLUBS FOSTER INTEREST

(Continued from page one)

THE PUBLIC SPEAKING CLUB

MISS DOLAND

An opportunity is presented by this club for training in the following: first, selecting the subject suitable to a given occasion; second, selecting the subject and organizing materials for reports, the speech of introduction, the after dinner speech, etc.; third, sending the message across, which includes training in poise, voice, accent, enunciation, and inflection.

THE ART CLUB

MISS LAMPREY

Sketching or painting pictures or a study of the special problems in preparing curtains or back-drops for scenery is the purpose of this. The student who chose it for membership finds the work very interesting.

THE READING CLUB

MISS MCCARTY

The Thursday meetings of this club are devoted to a study of good literature and to the development of a sense of values in interpreting and appreciating it.

THE CRAFT CLUB

MISS CONLON

Under Miss Conlon's supervision, the members of this club are given an opportunity to accomplish work in batik dying, jewelry making, copper work, gesso decoration, and tapestry weaving.

WOODFINISHING CLUB

MR. AKELEY

'Tis truly an art to paint, and the members of the woodfinishing Club are successfully finishing furniture.

GEOGRAPHY CLUB

MISS WEBSTER

The Geography Club was organized at the beginning of the year and enjoyed a long and successful season. The members of the club have given many beneficial programs and are planning some interesting trips.

CHESS CLUB

MR. HARRINGTON

Chess enthusiasts are learning to play the best game man ever invented.

SHIP MODELS CLUB

MR. MACLEAN

Under Mr. MacLean's guidance, the members of this club are learning to build as well as study models of the old sailing ships.

ALUMNI HOLDS BRIDGE PARTY

The Fitchburg Normal School Alumni Association held a bridge party at Normal Hall, on May 12, for the benefit of the Athletic field fund.

Bridge was played at about fifty tables. Members of the faculty, student representatives, alumni officers, friends of the school and alumni from this city and surrounding towns were present.

Miss Marie Gearan was chairman of the committee. She was assisted by other members of the faculty who are alumni of the school.

Before the front lawn was cut, we thought we had a zoo—so many "dandylions".

FOUR NORMAL SCHOOL INSTRUCTORS LEAVE

With the closing of the school year, we are losing several instructors beside Mr. Kirkpatrick and Mr. Hubbard. Miss Dorothy T. Wilder, supervisor of history in the Practical Arts Junior High School for the past two years, is leaving to become instructor in English in Keuka Girls' College at Keuka Park, New York.

Miss Ruth B. Whittemore, assistant supervisor of physical training in the practice schools, is also resigning. Miss Whittemore is leaving in July for an extended trip abroad. Her plans beyond that have not been definitely settled.

Another instructor who will not be with us in the fall is Miss Marion E. Remon, teacher of psychology and history. Miss Remon came to us from Boston University. She is to become director of elementary education in Melrose, Massachusetts. Miss Remon says that she hopes to have, in the future, a great number of Fitchburg Normal graduates working with her in her new position.

The psychology department is also losing another instructor, for Mr. Kenneth A. Agee who teaches pedagogy is leaving to become head of the Education Department of Mount Holyoke College. According to Mr. Agee, he has had an enjoyable time while here and regrets leaving.

SENIOR PROM OVER BUT THE MEMORY LINGERS

The senior prom is over. No longer is our library a beautiful, old-fashioned garden with stone walls, hollyhocks against white trellises, swinging gates, blossoming apple trees, and a delightful well from which one might draw—not cold water—but refreshing punch. Gone are the beautiful maidens, in full skirted dresses and pantaloons, who served as ushers. "But the memory lingers on!"

After a reception which lasted until shortly after nine o'clock, dancing held full sway. One had only to look at the laughing, happy faces of the dancers to see that everyone was having a most enjoyable time.

At twelve-thirty, the couples went gaily up to the third floor to receive first, souvenirs; then, a delicious buffet lunch. Tables and chairs in the hall and in transformed classrooms were soon filled, but ravenous appetites were quickly appeased and the dance was continued until half-past one. Farewells were said but with one regret—that it could not have lasted forever.

Saturday evening, three special busses transported the dormitory girls and their guests to Sunset Inn at Sudbury. Others arrived in private cars.

Here, under softly shaded lights couples dined and danced to suit their fancy until at ten-thirty the chaperones gathered together their reluctant charges and departed for home.

Most popular song of Prom week-end—"Rain".

Wanted: by Seniors, the last period on Monday—an effective vanishing cream.